



ARKANSAS
DEPARTMENT
OF EDUCATION

**PROTOCOL FOR THE REVIEW AND
APPROVAL OF ACCELERATED TEACHING
PROGRAMS OF STUDY LEADING TO
EDUCATOR LICENSURE IN ARKANSAS**

PROTOCOL FOR THE REVIEW AND APPROVAL OF ACCELERATED TEACHING PROGRAMS OF STUDY LEADING TO EDUCATOR LICENSURE IN ARKANSAS

Arkansas Department of Education (ADE) approval is required for any educator preparation program provider prior to implementing a new program of study that prepares candidates for any professional educator license in Arkansas. This protocol shall be utilized by educator preparation program providers intending to offer an accelerated teaching program that leads to educator licensure. The review process described herein is to ensure that programs prepare candidates for state licensure. To ensure candidates are in compliance with licensure requirements, please refer to the [ADE Rules Governing Educator Licensure](#). The ADE is responsible for oversight of the program review and approval process at the state level (see Ark. Code Annotated §6-11-105, §6-17-402, and §6-17-409). Once initially approved, an educator preparation program is subject to periodic review by the ADE for compliance with accreditation, and state and federal requirements for educator preparation. By submitting this application, the educator preparation program provider acknowledges and understands that the ADE may schedule periodic audits or reviews that it deems necessary for continued program approval.

Programs will be required to submit a Higher Education Act (HEA) Title II Report, submit data to ADE, and submit data to Educational Testing Service (ETS). The HEA Title II Report is a national data collection of institutions and states related to teacher preparation and licensure. HEA Title II Reports can be found at <https://title2.ed.gov/Public/Home.aspx>.

HEA Title II Report data is also incorporated into the ADE's Educator Preparation Provider Report (EPPR). To continuously improve the quality of educator preparation providers (EPP), the ADE works with program directors to produce EPPR. Information in the EPPR includes:

- Data submitted to HEA Title II
 - Program Requirements, Enrollment, and Completers
 - EPP Race and Ethnicity data
 - Program Field Experiences, Clinical Practice and Faculty data
- Data submitted to ADE
 - Numbers of teachers prepared, licensed, and working in Arkansas public schools
 - Novice Teacher Perception of EPP Surveys
- Data submitted to ETS for Title II Pass Rate reporting:
 - Licensure Exam Pass Rates

The EPPR is published annually on the ADE's website and is used for the following purposes:

- The EPPR allows the public to view aggregate provider and program data of EPP completers.
- School districts and charter schools may use the report to make informed decisions about hiring.
- Those interested in a career in education may use the report to make decisions regarding which program to attend.
- Institutions may use data to support continuous improvement efforts.

If this is a new program operating as a new provider, no data will be reviewed until October of the following year for Educator Preparation Program Reports.

Procedure for approving a New Educator Licensure Program

1. An educator preparation program provider seeking to offer a new program of study to prepare candidates for an educator license in Arkansas, shall complete the following procedure:
 - a. Submit in writing to the ADE a letter of intent to offer a new program for Arkansas licensure.
 - This application must be submitted no less than 6 months prior to the date the program anticipates that it will enroll students.
 - b. The ADE will send notification of receipt to the educational provider.
 - c. When the educator preparation program provider is ready to submit the new program application, an Arkansas Accelerated Teaching Licensure Program Application must be submitted to the ADE.
 - This application must be submitted no less than 6 months prior to the date the program anticipates that it will enroll students.
2. The ADE convenes an Arkansas Accelerated Teaching Licensure Program_Review Panel for the purpose of reviewing the program of study.
 - a. The Panel is comprised of at least three (3) members selected by ADE.
 - b. An ADE program advisor coordinates and facilitates the work of the Panel.
3. After the ADE receives the program application:
 - a. ADE program advisor verifies submitted application is complete
 - b. ADE recruits panel members
 - c. Completed application is sent to each Panel member via email attachment
 - d. ADE facilitates an application presentation by the EPP for the Panel

After the Panel's review of the application, the ADE program advisor sends the Panel's comments/requests to the educational provider. Upon receipt of the Panel's comments/requests, the educational provider submits a response to the ADE program advisor. After the educational provider submits its response, the Panel determines whether or not the proposed program meets the necessary standards and requirements.

NOTE: The timeline for the review process is dependent on the availability and scheduling of reviewers and the time needed for responses to the Panel's comments and/or requests for additional or clarifying information. The entire review process typically takes no more than three months from the date that the ADE receives the application; however this is no guarantee of a specific review period.

4. If the Panel determines that the proposed program does not meet the necessary standards and requirements, and the ADE does not approve the proposed program, then the ADE sends written notification of the denial of approval to the educational provider.
5. During the initial communication with the contact listed on the submission for the application under review, the ADE program advisor will
 - a. State the revisions or further information requested by the Panel in order to move forward to approval and attach a completed review matrix, and
 - b. Request the estimated time that the contact will need to complete revisions and gather new information.
6. When the Panel determines that the proposed program of study meets all applicable standards and requirements, the ADE grants initial approval for the program, and the educational provider and appropriate ADE personnel are sent written notification of the approval.

Appendix I

Arkansas Accelerated Teaching Licensure Program Application

Arkansas Accelerated Teaching Licensure Program Application
COVERSHEET

Provider: _____ **Date Submitted:** _____

Address: _____

Website: _____

Program Contact Person: _____ **Position/Title:** _____

Phone: _____ **Email:** _____

Additional Contact Person: _____ **Position/Title:** _____

Phone: _____ **Email:** _____

Name of program: _____

Is this program intended to prepare candidates for educator licensure in Arkansas? **Yes** **No**

If yes, indicate the licensure areas and grade ranges of the license for which candidates will be prepared:

Area: _____ Grade Range: _____

Proposal is for:

___ **New Educator Licensure Program** (Accelerated Teaching Program Non-IHE Based)
(Complete Section A)

___ **New Educator Licensure Program** (Accelerated Teaching Program IHE Based) (Complete
Section A)

___ **New Educator Licensure Program with Distance Learning Technology*** (Accelerated
Teaching Program Non-IHE Based) (Complete Section A and B)

___ **New Educator Licensure Program with Distance Learning Technology*** (Accelerated
Teaching Program IHE Based) (Complete Section A and B)

*At least 50% of the curriculum is delivered via distance learning technology.

Indicate the portion of the proposed program to be delivered via distance learning technology (on-line).
_____ %

Proposed program starting date: _____

Will this program be offered at more than one site? ___Yes ___No

If yes, list the sites where the program will be offered. _____

A. New Program for Licensure

Proposals for new programs should be prepared as Microsoft Word or PDF documents with each section clearly identified, appropriately labeled, and paginated. The educator preparation program provider shall submit applications to the ADE via e-mail as attachments. Applications shall include the following components:

1. Cover Sheet
2. Needs Summary
 - a. Provide a brief statement of the program's purpose, mission, and/or goals.
 - b. What is the organizational structure of the program, and how does it support the achievement of the mission and/or goals?
 - c. Explain the need for the program with supporting data, such as data from supply and demand studies, institutional surveys, or requests from individuals.
 - d. Provide estimates of the number of candidates expected to enter and complete the proposed program each year for a five-year period.
 - e. List other Arkansas institutions or educator preparation program provider offering a similar program.
3. Institutional or Governance Approval

For Institutions of Higher Education:

- a. A letter from the chief academic officer acknowledging that the program has been approved by the institution's appropriate authorizing entity
- b. Board of Trustees approval date, which is required for public institutions only

For Entities Not Affiliated with Institutions of Higher Education:

- a. A letter of support from a governing board acknowledging support for program sustainability

4. Program Description
 - a. Provide a general description of the program two to three paragraphs in length. Include the following:
 - Identify the availability of any specific or special needs that are essential to the program, such as science laboratories, special equipment, or specific technology.
 - What strategies does the program employ to build and select a pool of high quality, diverse applicants? Include information on recruitment strategies, selection process, and criteria for admission.
 - If any courses/modules or academic support services will be provided by other institutions or organizations, include a copy of the signed Memorandum of Understanding (MOU) that outlines the responsibilities of each party and the effective dates of the agreement.
 - b. Provide a description of the timeline for the program.
 - When will the program typically accept candidates (e.g. after passing exams, prior to passing exams, or both)?
 - How many cohorts will the program prepare each year? When is each cohort start date and when is the latest a candidate can enroll in the program and still be considered part of the cohort?
 - Describe plans for supporting candidates during the clinical component and/or during the

employment component of the program.

- When must a candidate be employed as a teacher to continue in the program?
 - Explain the procedures when a teacher is not continuously employed throughout the program.
 - Describe plans for supporting candidates in the classroom during the length of the program. (Include coaching visits, evaluation tools used, and methods for providing candidate feedback).
 - How often will the program communicate with districts, principals, and mentors regarding candidate performance and professional development?
- c. Provide a description of the financial structure of the program.
- Describe the available human, fiscal, and physical resources available to support the program.
 - Include an estimated budget of anticipated expenditures.
 - Describe how the program will collect and account for candidate's program fee payments, receipt for fee payments, and any refunds that might be due to candidates.
 - Describe what financial aid, if any, is available to candidates in the program? (TEACH Grants, AmeriCorps, Title IV Financial Aid, Arkansas-specific grants or scholarships, institution/provider financial assistance, other, N/A).
- d. Provide a copy of the plan of study for the program.
- e. Provide a copy of any policies and practices publications for students, facilitators/faculty, and staff.
- f. Provide a curriculum matrix that shows alignment of the program's prescribed professional education courses/modules and experiences with the [Arkansas Teaching Standards](#). A sample matrix is available on the ADE website.
- g. Provide all syllabi that include course/modules descriptions, clock hours per module, and mode of delivery for all courses/modules prescribed in the proposed program.
- i. Syllabi for courses/modules should link each learning objective to its corresponding [Arkansas Teaching Standard](#) and the [Teacher Excellence and Support System \(TESS\)](#). This connection between objective and standard should occur on the syllabus itself.
 - ii. Syllabi should include methods/assessments(s) used to determine whether or not a candidate has successfully met the learning objectives.
- h. Describe competencies expected of program candidates regarding their knowledge and use of educational technology.
- i. Describe how mastery of knowledge, skills, and pedagogy are assessed throughout the program.
- i. Detail all transition points.
 - ii. Provide samples of the methods/assessments and their scoring rubrics.
 - iii. Explain how data from the assessments will be collected and used for program improvement.
- j. Describe the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program including:
- i. The amount of time (e.g., clock hours, weeks, etc.) that candidates are expected to participate in each of the experiences.
 - ii. The settings in which the experiences will be accomplished. Candidates must have opportunities to interact with diverse student populations and across the entire grade of the license being sought.

5. Describe program placement procedures for candidates.

- a. What steps does the program take to ensure candidates are assigned a qualified mentor teacher? Or, what steps does the program take to recruit and select a strong cooperating teacher?
- b. How does the program ensure that candidates for internship meet the requirements of the [ADE Rules Governing Educator Licensure](#) and the [ADE Rules Governing the Code of Ethics for Arkansas Educators](#)?

6. Program Partnerships

- a. What steps does the program take to facilitate strong partnerships with K-12 districts/schools?
 - i. Attach a description of each formal or informal program partnership. A formal partnership is one in which both the provider and partner district/school sign an agreement which details services each partner will provide. An informal partnership is one in which the program provides a service to the district/school but a written agreement has yet to be established. Include the following in the description:
 1. Name of district or entity and point of contact
 2. Type of partnership
 3. Type of placement sites
 4. Estimated number of pre-service candidates that will be placed at sites
 5. Does partnership include facilitation of employment for candidates?
 6. Other information regarding partnership.

7. Admission Requirements

- a. Indicate requirements for admission into the program, such as a basic skills assessment, GPA, disposition assessments, letters of recommendation, demonstration of English proficiency, prerequisite coursework, and any other program requirements.
- b. Provide a summary of the admission procedures, such as application submission, curriculum plan submission, or committee interview.

8. Retention Procedures

- a. Describe any mid-program benchmarks or transition points for evaluating candidates in the program. What checkpoints are in place to ensure candidates meet program expectations prior to receiving a recommendation for licensure?
- b. Describe any intervention strategies, such as advising, mentoring, or tutoring to be employed to assist candidates who struggle to succeed in the program. The program is expected to have more than one strategy for assisting candidates.
- c. What are the procedures for placing candidates on probation? How are districts/schools informed when a candidate is placed on probation during the teaching component of the program?
- d. What are the procedures for dismissing candidates from the program? How are districts/schools informed when a candidate is removed from a program during the teaching component of the program?

9. Exit Requirements

- a. List program exit criteria, such as final assessments, performances, or portfolio preparation.

10. Candidate Follow-Up Procedures

Describe the program's plan for obtaining and reporting data from program graduates.

11. Faculty (if applicable)

Provide a roster of all faculty/facilitators who teach or supervise candidates in the program, including adjunct faculty. The roster should indicate their highest degrees, professional experience, educator licensure areas, course/module assignments, and verification of TESS training, if applicable.

NOTE: IHE candidate supervision facilitators/faculty and P-12 cooperating teachers in educator preparation programs must be trained in the domains, components, and elements of ADE's Teacher Excellence and Support System (TESS).

12. Implementation Plan

- a. Describe how the program will be implemented.
- b. What data collection tools are in place to ensure the program will be in compliance with reporting to HEA Title II, ADE, and ETS?
- c. What additional program impact and candidate outcome data will be collected to determine program effectiveness, and how will the program collect the data?
- d. Is there any additional context or information needed to explain the data trends for the program?

B. Distance Learning Technology Programs

This additional section must be completed for proposals in which 50 percent or more of a program's curriculum is to be delivered via distance learning technology.

1. Curriculum and Instruction

- a. Submit a plan of study for the program and identify courses/modules in the program that will be delivered totally or partially via distance learning technology.
- b. Indicate in each course syllabus the learning objectives to be addressed and activities to be conducted via distance learning technology.
- c. Provide a listing of faculty who will be teaching courses/modules via distance learning technology, and indicate the courses/modules and online teaching experience for each instructor.

2. Methods of Course Delivery and Faculty/Student Interaction

- a. Describe the delivery method for the courses/modules offered via distance learning technology. (Web-based, CIV, synchronous, asynchronous, etc.)
- b. Describe the method(s) for instructor-to-student and student-to-student interaction in the distance learning courses/modules, such as electronic bulletin boards, e-mail, phone, or chat room.
- c. Describe how courses meet contemporary instructional design standards for synchronous, asynchronous, fully online and/or hybrid experiences.
- d. Describe how necessary ADA accommodations to ensure the success of all learners are provided.

3. Provider Readiness and Commitment

- a. Describe the provider's internal organizational structure that coordinates distance learning courses/programs, which may include development, technical support, or oversight.
- b. Summarize the provider's policies and procedures to keep the distance learning technology infrastructure current.
- c. Provide evidence that electronic security measures (including failsafe backup systems) are in place to support the integrity and security of data.
- d. Summarize the procedures that assure the security of students' personal information.

- e. Provide a list of services, such as course/module materials, management and delivery, or other technical services that will be outsourced to other organizations, if applicable.

4. Instructional and Technical Support

- a. Describe the training required of facilitators/faculty and support staff that interact with students in distance technology courses/programs.
- b. Include mechanisms to ensure faculty members possess the appropriate hardware, software, and IT support to be successful.
- c. Describe the role of the technologist(s) for the distance learning technology program in terms of assistance provided to facilitators/faculty and students.
- d. Describe how ongoing academic and technology support for students, including availability of support services beyond the normal 40-hour work week is provided.

5. Evaluation and Assessment

- a. Describe how the institution reviews the effectiveness of its distance learning technology programs.
- b. Describe how assessment activities related to distance delivery are integrated into the institutional assessment process.
- c. Describe the assessment process used in the courses to determine students' achievement of intended outcomes. If proctoring is used, what are the procedures for selecting proctors, establishing student identity, ensuring security of test instruments, administering examinations, and ensuring secure and prompt evaluation?

Appendix II Glossary of Terms

Glossary of Terms

ADE – The Arkansas Department of Education

Accelerated Teaching Program – A program intended for college graduates that provides intensive training and support for a period of two (2) or more years for teaching and leading in schools.

Asynchronous – Describes a distance-learning venue in which there is a separation between the time that instruction is delivered by the instructor and the time that it is received by the learner

Benchmark – A description or example of candidate performance that serves as a standard of comparison for evaluation or judging quality

Blended course – A course in which the instruction is delivered via both face-to-face and distance learning technology

Candidate – A student who has been admitted into a professional education program

CIV – Compressed Interactive Video; a medium for delivering distance learning instruction

Clinical practice – Field-based experiences including student teaching or other internships performed under the supervision of clinical faculty

Distance learning – An approach to learning in which the majority of instruction occurs with a separation of place or time between the instructor and the student

Distance learning technology – Electronic media including the Internet, e-mail, telecommunications, and other audio-visual communication devices used to deliver instruction

IHE – Institution of Higher Education

In-person – Describes a setting where individuals are physically present at the same time.

Face-to-face interaction – Communication, either in person at the same physical location or electronically, during which the participants can see and hear each other

Field experiences – A variety of early and ongoing practice opportunities in which candidates have opportunities to observe, assist, instruct, and/or conduct research

GPA – Grade point average based on a 4.0 scale

Internship – A form of field-based supervised clinical practice

Online course – A course of study that utilizes an electronic communications medium for the delivery of instruction

Rubrics – Criteria that indicate levels of quality or performance

Student teaching – Supervised clinical practice in P-12 schools for candidates preparing to teach

Synchronous – describes a distance learning technology venue in which instruction is delivered and received simultaneously

Technology – Electronic media including the Internet, e-mail, telecommunications, and other means of audio-visual communication

Traditional program – A program that provides face-to-face instruction to learners in a brick and mortar classroom setting

Transition point – A key point in a program when candidates are assessed for their knowledge, skills, and/or dispositions to determine if they are ready to proceed to the next stage in the program

WebCT – A distance learning format in which instruction is delivered via a computer based website.